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Professor

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Dr. Megan R. Holmes is a Professor and Founding Director of the Center on Trauma and Adversity. She has nearly 20 years of clinical practice and research experience working in the field of child exposure to domestic violence, which continues to be a serious and highly prevalent social problem that can negatively affect children's behavioral and mental health outcomes both in the short term and over the life course. Nationally, an estimated 15 million children are exposed to domestic violence each year and approximately a quarter of all children will be exposed before they turn 18. In her social work practice, Dr. Holmes saw firsthand the devastating effect of domestic violence exposure on children, but she noticed that not all exposed children displayed such problems. In fact, some children continued to thrive and achieve adaptive development despite early adverse life experiences. This observation serves as the foundation of her research agenda, which is to contribute to the optimal development of children exposed to domestic violence by discovering and developing new knowledge regarding risk and protective factors that will be translated into interventions. Dr. Holmes's NIH- and ACYF-funded research has established that there are long-term detrimental effects for children when they are exposed to domestic violence before the age of 5, indicating that interventions need to be targeted toward young children in order to prevent future problems ([Holmes, 2013](#); [Holmes, Voith, & Gromoske, 2015](#)). She also has identified that that over 40% of children who are exposed to domestic violence or maltreated have resilient development of prosocial skills and academic functioning over time, and that protective factors such as caregiver responsiveness significantly contributed to these resilient outcomes despite experiencing domestic violence exposure or child maltreatment ([Holmes et al., 2018](#); Holmes et al., in press).

Building on this research, Dr. Holmes completed a multi-study statewide project funded by HealthPath Foundation of Ohio to examine the effects of domestic violence exposure on Ohio's children, identify the resources and services available to these children and families, and estimate the impact of child exposure to domestic violence on Ohio's economy. This study made the nation's first estimate of the economic burden of child exposure to domestic violence, which amounts to \$55 billion dollars a year to the US economy (\$2.2 billion to Ohio and nearly \$45 million to the City of Cleveland) in the form of increased healthcare costs, increased crime costs, and reduced productivity ([Holmes et al., 2018](#)). The results of this multi-study statewide project were written in a public-facing white paper with recommendations for how the state of Ohio can better serve children exposed to domestic violence ([Holmes et al., 2017](#)). Among the recommendations, this research highlighted the great need to develop and support a coordinated statewide response among all child-serving systems as well as initiating trauma-informed care trainings for staff in settings that frequently interact with children such as in schools and hospitals. Two projects have stemmed from the white paper that are directly addressing the recommendations. The first is a partnership with the Ohio Attorney General's office in a Department of Justice-funded demonstration project aimed to identify and promote healing for victims of crime, coordinate prevention and intervention services to youth and families experiencing trauma and victimization, and build capacity within communities to meet the needs of youth exposed to violence ([Holmes et al., 2022](#); [Holmes et al., 2021](#)). The second project is a partnership with the City of Cleveland in transforming the city's 22 recreation centers into the nation's first system of trauma-informed recreation centers ([Holmes et al., 2023](#)). The goal of this project is to create a safe space for children and youth, train staff about trauma and how they can respond in a trauma-sensitive ways, and build peer support and resiliency to secondary trauma among staff. Dr. Holmes works closely with recreation center staff to identify organization changes and individual behavioral shifts in how staff respond to

youth in order to better align with the principles of trauma-informed care (i.e., safety, empowerment, peer support, trustworthiness, collaboration, and understanding of historical, gender and cultural trauma). Dr. Holmes received the 2023 CWRU *Research Innovator of the Year* award for her work with the City of Cleveland, which recognizes the CWRU community member who has demonstrated the greatest high level of innovation in research or translation activities over the previous academic year.

Most recently, Dr. Holmes was awarded an NIH R01 to advance the measurement of sibling relationship quality by developing and validating the Sibling Prosocial Relationship Questionnaire (SPRQ), an English and Spanish child- and caregiver-report tool for children ages 8 to 17. This innovative measure will fill a critical gap in family research and clinical practice by capturing prosocial sibling interactions, providing actionable insights into resilience, social connection, and child well-being. The SPRQ will be the first measure of its kind developed using the rigorous PROMIS® methodology and will have substantial clinical utility for pediatricians, child psychologists, family therapists, and school counselors.

Dr. Holmes's current program of research includes trauma-informed organizations, child exposure to domestic violence, and measurement development of sibling relationship quality.

Particular areas of focus for Dr. Holmes include:

- Intimate partner violence/domestic violence exposure
- Sibling relationships and maternal parenting
- Early childhood development
- Trauma-informed systems and organizations
- Measurement development and psychometrics

At the Mandel School, Dr. Holmes teaches Theory and Practice Approaches in Direct Practice Social Work in the master's degree program. Grounded in a trauma-informed approach, she uses interactive technology and active learning strategies aimed at promoting student engagement through in-class dynamic activities and learning experiences. She also teaches the Research Synthesis and Systematic Review Methodology course in the doctoral program.

Dr. Holmes is equally committed to mentoring the next generation of researchers and practitioners. She works with undergraduate, master's, and doctoral students to cultivate their development as independent scholars. Under her mentorship, students gain authorship on publications, present research at national conferences, learn the grant-writing process, and build independent research and scholarship plans. Through her federal and foundation-funded projects, she provides funded opportunities for students to engage in research and mentors doctoral students in preparing competitive NIH F31 applications. She also offers teaching mentorship for doctoral students preparing for academic careers.